Elmtree Learning Partnership

Safeguarding and Child Protection Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2025	Hollie Bryant	September 2026

Ratification

Role	Name	Signature	Date
CEO	**Sarah Morrison**	**Morrison**	**16/9/25**

Details of Policy Updates

Date	Details
01/09/2020	Updated and re-written to reflect COVID-19, new statutory guidance Keeping Children Safe in Education, and for ease of reading
01/09/2021	Update and re-written to reflect new statutory guidance issued in 2021
01/09/2022	Updated and re-written to reflect new statutory guidance in 2022
01/09/2023	Updated and re-written to reflect new statutory guidance in 2023
01/09/2024	Updated and re-written to reflect new statutory guidance in 2024
01/09/2025	Updated and re-written to reflect new statutory guidance in 2024 2025 around safeguarding children with a forced migration background.

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PART 1: Policy

1.1 Definitions

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

1.2 Introduction

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.

- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should anyone who has experienced harm ever be made to feel ashamed for making a report.

Elmtree Learning Partnership is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by **Elmtree Learning Partnership** will be in accordance with:

- **Current legislation** (these are summarised within Working Together to Safeguard Children: statutory framework)
- **Statutory, national, and local guidance – this includes:**
  - **Working Together to Safeguard Children**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
  - **Keeping Children Safe in Education** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

This policy should be read in conjunction with the following policies:

- Safer Recruitment Policy
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Behaviour (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- E-Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance (including the safeguarding response to children who go missing from education)
- Health and Safety

Senior Leaders should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under **Elmtree Learning Partnership'**s equality statement and measurable objectives. These are available on our website ELP EDI Statement**.**

Staff are aware of the additional barriers to recognising abuse, neglect and exploitation in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy, ELP SEND Policy**.**

Elmtree Learning Partnership also adheres to the principles of and promotes anti-oppressive practice in line with the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

1.4 Overall Aims

This policy will contribute to the safeguarding of children at **Elmtree Learning Partnership** by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; where learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding approaches to practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.

- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership.

1.5 Professional expectations, roles, and responsibilities

1.5.1 Role of all staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education. Those working directly with children will also read Annex B. In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse, neglect or exploitation.
    - requiring mental health support.
    - may benefit from early help.
    - where there is a radicalisation concern.
    - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about child-on-child abuse, children missing from education and those requiring mental health support, and the impact of technology in relation to online safety.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the Elmtree Learning Partnership.

1.5.2 - Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education (Annex C)

Details of our DSL and Deputy DSL are available on the **Elmtree Learning Partnership** website, our newsletters, or the notice board in reception.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The DSL works with the CEO, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns, referrals and the rationale for any decisions made are maintained.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
    - who need a social worker and may be experiencing abuse, neglect or exploitation
    - requiring mental health support.
    - who may benefit from early help.
    - where there is a radicalisation concern.
    - where a crime may have been committed.

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
    - know who these children are,
    - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.

- Are supported to identify the challenges that children in this group might face.
- Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.

- Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the Elmtree Learning Partnership.

1.5.3 - Role of the Governing Body–
Duties are further outlined in Keeping Children Safe in Education (Part 2)

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements (Keeping Bristol Safe Partnership).

- The appointed Safeguarding Governor will liaise with the Head Teacher/Principal and the DSL to produce an annual report for governors and complete the mandatory S. 175 (biennial safeguarding) audit for the Keeping Bristol Safe Partnership.
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay.
- Ensure that this document is updated annually (or when there are significant updates).
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) and Early years foundation stage (EYFS) statutory framework
- Review the Department for Education filtering and monitoring standards and make sure the setting is compliant with the requirements to meet these duties through discussions with IT staff and service providers.

- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low-level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.

1.6 Safeguarding training for staff

1.6.1 - All staff:

- Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.
- Will receive appropriate safeguarding and child protection refresher training (including online safety incorporating staff responsibilities in relation to filtering and monitoring) at least annually (via formal training, email e-bulletins and staff meetings).
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Staff training includes clear reference to internal whistleblowing policy, the role of the Local Authority Designated Officer and guidance for escalating concerns.

1.6.2 - Designated Safeguarding Lead and deputies:

- Will undergo formal training to provide them with the knowledge and skills (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in

relation to filtering and monitoring) training required to carry out the role. The training will be updated at least every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Local Safeguarding Partnership (Keeping Bristol Safe Partnership) to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

1.6.3 - Other training considerations:
- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding topics in Annex B (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) will be integrated, aligned, and considered as part of a whole setting safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

1.7 Safeguarding in the curriculum

Elmtree Learning Partnership is dedicated to ensuring that learners are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all learners, and a more personalised or contextualised approach for more vulnerable learners, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:
- Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk);

- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what learners can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.

1.8 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

Elmtree Learning Partnership pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (Part 3).

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- Also including undertaking online safety checks on shortlisted candidates. Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- All recruitment materials will include reference to **Elmtree Learning Partnership**'s commitment to safeguarding and promoting the wellbeing of learners.

1.8.2 - Use of reasonable force

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.' The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government

guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).

- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the setting manages concerns where a professional may pose a risk to children and our response to low-level concerns can be accessed in section 2.8 Allegations of abuse made against professionals.

1.8.3 - Whistleblowing procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance can be found at: Advice on whistleblowing https://www.gov.uk/whistleblowing.
- The NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and on staff notice boards).

1.9 Key safeguarding areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:

- Children in the court system – Guidance to support children is available
  - Young witness booklet for 5 to 11 year olds - GOV.UK (www.gov.uk)
  - Young witness booklet for 12 to 17 year olds - GOV.UK (www.gov.uk)
- Children affected by parental offending/imprisonment.
- Children missing from education – including persistent absence.
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse
- Homelessness

- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Child on child abuse:
  - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
  - Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
  - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
  - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
  - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
  - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers
- Forced Migration

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (Annex B); the NSPCC website - Types of Abuse;

PART 2: Procedures

2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL or deputies in a timely way. If a child is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in Appendix B. This includes responses to child-on-child harm and children who present with a mental health need.

At **Elmtree Learning Partnership** children can raise their concerns via **speaking with site team or Senior leaders** and they will always be treated seriously.

2.2 Information Sharing

Elmtree Learning Partnership is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2024.
- It is recommended that staff should read the Department for Education Data Protection Guidance for Schools.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- By doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,

- Or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when **Elmtree Learning Partnership** will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt **Elmtree Learning Partnership** will seek legal advice.

The Data Protection Act 2018 and UK General Data Protection Regulations do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

2.3 Identifying and monitoring the needs of vulnerable children.

The DSL and Deputy DSL will regularly review and monitor those children who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable learners is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school or college-based interventions – for example, responding to behaviour.

2.4 Multi-agency working

Elmtree Learning Partnership is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This follows statutory guidance Working Together to Safeguard Children .

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in Appendix B.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Virtual School.

Elmtree Learning Partnership will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

2.4.1 Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a Multi- Agency Risk Assessment Conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to a reduced timetable, Elmtree Learning Partnership will consult with the Virtual School following local procedures.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Connections) who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact your r/Neighbourhood Policing Team.

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2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions - (To be read in conjunction with the Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The CEO will consider their legal duty of

care when sending a learner home and should be alert to the need for early help for a child who:
• is frequently missing/goes missing from education, home or care
• has experienced multiple suspensions, is at risk of being permanently excluded from school or college or is in alternative provision or a pupil referral unit

Elmtree Learning Partnership will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

2.5.1 - Actions to take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm this in line with 2.3 Identifying and monitoring the needs of vulnerable children.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting with the governing body.

2.6 Children Missing from Education

A child missing from education is a potential indicator of abuse, neglect or exploitation, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with 2.3 Identifying and monitoring the needs of vulnerable learners.

Elmtree Learning Partnership will follow the guidance detailed in Children Missing Education (2016)

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

2.6.1 - Elective Home Education

Elmtree Learning Partnership will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

2.7 Respond to incidents of child-on-child abuse

(There is a flow diagram in Appendix B that illustrates this section).

All staff should recognise that children can abuse other children (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of children requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm this can be found under section 1.9 Key Safeguarding Areas. It is recognised that child-on-child abuse can happen inside and outside of school/college or online.

At **Elmtree Learning Partnership**

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action to ensure we mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse knowing their concerns will be treated effectively as reflected in section 2.1 Reporting a concern of this policy. **Elmtree Learning Partnership** will handle initial reports of harm by:

- Securing the immediate safety of children involved in an incident and sourcing support for other children affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- ensuring that victims will never be given the impression that they are creating a problem by reporting any form of abuse, neglect or exploitation. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider setting cohort.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

2.7.1 Actions to take in relation to sexual violence and sexual harassment

Elmtree Learning Partnership will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. The Brook - Sexual Behaviours Traffic Light Assessment Tool should be utilised to inform assessment of risk and what actions to subsequently take.
- DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section 2.4 - Multi-Agency Working section.
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police immediately **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that

the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.

- When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, the setting will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident including any bystanders. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

2.7.2 - Contextual safeguarding approach to child-on-child abuse:
Elmtree Learning Partnership will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the setting environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child abuse, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

2.8 Responding to allegations of abuse made against professionals.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

2.8.1 - Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues visitors, volunteers and contractors must be reported directly to the Head Teacher/Principal who will follow guidance in Keeping Children Safe in Education (Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors).
- If the concern relates to Head Teacher/Principal it should be reported to the Chair of Governors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the DSL will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The child's allocated social worker should also be informed on the day. The DSL should not undertake any investigation unless the LADO advises this.

2.8.2 - Low-level concerns

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (Part 4). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- Reports should be made in accordance with the settings own processes Elmtree Learning Partnership creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

2.9 Mental health and wellbeing. (A flow diagram is available in Appendix B to illustrate this section)

Elmtree Learning Partnership have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support.

Elmtree Learning Partnership will commit to undertake the following.

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that children can report and share concerns in line with section 2.1 Reporting a concern of this policy.
- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a child who is displaying acute mental health distress. This may require support from emergency services via 999 if the child is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section 2.4 - Multi-Agency Working.
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality Primary Mental Health Specialists from Child and Family Consultation Services.

2.9.1 - Contextual safeguarding approach to mental health

Elmtree Learning Partnership will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing on the curriculum
- having a culture that promotes mental health and wellbeing.
- having an environment that promotes mental health and wellbeing.
- making sure pupils and staff are aware of and able to access a range of mental health services.
- supporting staff wellbeing.
- being committed to child and parent/carer participation.

2.10 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

Elmtree Learning Partnership is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum.
- Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups.
- Provision of education via remote learning will comply with current governmental advice Providing remote education: guidance for schools - GOV.UK (www.gov.uk).
- The effectiveness of the setting's ability to safeguard children in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually in line with the digital and technology standards in schools and colleges Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Appendix A – Key Guidance for safeguarding issues.

All key education sector guidance relevant for education settings can be found on the following webpage https://www.bristolsafeguardingineducation.org/guidance/

Other multi-agency guidance and policies from the Local Safeguarding Partnerships:

- For Bristol - Bristol safeguarding children
- For South Glos -South Glos safeguarding children

Appendix B – Reporting concerns

- Reporting Concerns Flow Chart (Bristol) – Click here
- Process flow chart for responding to incidents of child-on-child incidents and Mental Health concerns – Click here
- Multiagency safeguarding contacts poster (Bristol) – Click here
- For wider local contacts use the following page - Bristol Safeguarding in Education Local Contacts List
- Neighbouring Local Authority Contacts - Click here

Reporting Concerns Flow Chart - Bristol

You have concerns about a child

Child Protection concern – **act now.**

Go to speak with Safeguarding Lead immediately. If not available, find the deputy or you act.

Agree who will make the referral to First Response (and call the police on 101 if necessary).

Referral is made to First Response/Police, stating that it is a Child Protection concern.

Action is taken by the appropriate agencies

You will need to record on your own system in writing ASAP (within 24 hours). This applies whether or not you make the actual referral.

Your agency continues to participate in Child Protection Strategy or S.47 Enquiries.

Child is in immediate danger – phone 999

All other welfare and safeguarding concerns

Complete internal concern form and pass to Safeguarding Lead

Lead will assess (with discussion with staff and consultation of any safeguarding file held) to agree actions required.

Concern meets threshold for referral to First Response

Single or multi agency led interventions/refer direct to other agencies (e.g. Brook, counselling, etc) – this equates to early help for the child

No further action – will monitor.

Telephone First Response on 01179036444. **Parental consent is required.**

First Response assesses referral and threshold (may direct to Pathway Decision Team or MASH if further information is required) and directs

Family Help SAF allocated and referrer informed. Your agency participates in assessment, plan and intervention.

Child in Need s17 enquiries. Allocated to Social Care Unit, referrer informed. Your agency participates in assessment, plan, and intervention.

Decide No Further Action (NFA) and inform your agency.

No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.

Safeguarding Response to Mental Health and Child on Child Abuse

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

***All staff should recognise that children are capable of abusing other children. All staff should be clear about their settings' policy and procedures with regard to child-on-child abuse* (KCSIE)**

There is a concern about child's mental health

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental

You are made aware of an incident or pattern of child-on-child abuse

Possible examples of child-on-child abuse

- **Bullying (and cyberbullying)**
- **Physical abuse**
- **Sexual violence and sexual harassment**
- **Upskirting**
- **Sexting (youth produced sexual imagery)**

Secure the safety of the child (ren) involved and source support for any other young people affected

Record the concern/incident in line with your setting's safeguarding and child protection policy (e.g. on CPOMs). The DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

Additional guidance used to respond to the concern:

- ***Mental health and behaviour in schools* (link)**
- ***Promoting children and young people's mental health and wellbeing* (link)**

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Outcomes

Outcomes

Additional guidance used to respond to the concern

- ***Advice for Schools and Colleges on Responding to Sexting Incidents* (link)**
- ***Sexual Behaviours Traffic Light Tool* (link)**
- ***Preventing and Tackling Bullying* (link)**
- ***NPCC: When to call the police* (link)**

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all children involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 3 months or on any occasion another concern is raised.

Multi-agency contacts

If you have concerns about a child/young person in Bristol

If a child is at immediate risk call the POLICE	**POLICE** 999		
To make a referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.	**FIRST RESPONSE** - 0117 9036444		
Out of Hours Referrals	**EMERGENCY DUTY TEAM** - 01454 615 165		
Mental Health Crisis (24 hours, 7 days a week)	**Bristol Mental Health** - 0300 555 0334		
To raise concerns and ask for advice about radicalisation (also contact First Response).	**PREVENT DUTY** - 01278 647466 PreventSW@avonandsomerset.police.uk		
To liaise with the specialist Safeguarding Police unit	**Lighthouse Safeguarding Unit** (Avon and Somerset police) 01278 649228 LighthouseBristol@avonandsomerset.police.uk		
For advice and guidance about whether to make a referral	**Family Help**		
South 0117 9037770	**East Central** 0117 3576460	**North** 0117 3521499	

If you have concerns about a professional working with a child…

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	**Local Authority Designated Officer - (LADO)** T: 0117 9037795 KBSP LADO notification form

For information, advice and guidance in relation to safeguarding policy and procedures.

Safeguarding in Education Team T: 01179222532 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 01179222533	**East Central Advisor** **Vacant** Safeguardingineducationteam@bristol.gov.uk 01179222532	**North Advisor** Elisabeth Clark elisabeth.clark@bristol.gov.uk 01179222534
Child sexual exploitation	**Operation Topaz (Avon and Somerset Police)** https://www.avonandsomerset.police.uk/forms/vul	

Safer Connections Urgent Referrals and Threshold Advice: For all urgent referrals, requests for service **(including Weapons and Drugs in Schools)**, and threshold advice, contact First Response: T: 0117 903 6444 Partnership Support: To request non-urgent, non-case specific support from the Partnership Team (such as consultations, training, or coordination around emerging concerns) E: saferconnections@bristol.gov.uk	
Report a Child Missing from Education	**Bristol City Council – Education Welfare** https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme
Children affected by Forced Marriage	**Forced Marriage Unit** T: (0) 20 7008 0151 E: fmu@fco.gov.uk
Online Safety Advice	**Professional Online Safeguarding Helpline** T: 0344 381 4772 E: helpline@saferinternet.org.uk
Reporting online abuse and grooming	**Child Exploitation and Online Protection command** https://www.ceop.police.uk/ceop-reporting/
FGM advice	**NSPCC FGM Helpline** T: 0800 028 3550 E: fgmhelp@nspcc.org.uk
Domestic Abuse support (Bristol)	**Directorate of local and national services** **https://www.bristol.gov.uk/crime-emergencies/abuse-violence**
Young Carers – advice and support.	**Carers Support Centre** T: 0117 958 9980 W:https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/
Whistleblowing professional policy	**NSPCC Whistleblowing hotline** T: 0800 028 0285 E: help@nspcc.org.uk

Child and Adolescent Mental health (CAMHS) **Primary Mental Health Specialists (advice) Child and Adolescent Mental Health**		
South 0117 3408121	**East Central** 0117 3408600	**North** 0117 3546800
Avon and Wiltshire Mental Health Partnership NHS Trust 24/7 crisis line: 0800 953 1919		
Advice around harmful sexualised	**Be Safe** 0117 3408700 W: https://www.awp.nhs.uk/camhs/camhs-services/HSB-	

behaviour.	services/be-safe
	Brook Traffic Light Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course

Other Local Authorities Contacts

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	**Access and Reponses Team** **T: 01454 866000** - Monday to Thursday 9.00 – 5.00, 4.30 on Friday **E: accessandresponse@southglos.gov.uk** **W**: Access and Response Teams (ART) | South Gloucestershire Council (southglos.gov.uk)	**Emergency Duty Team** **01454 615165**
North Somerset	**Single Point of Access** **T: 01275 888 808 –**Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm **W**: Children, young people and families | North Somerset Council (n-somerset.gov.uk)	
Bath and North East Somerset (BANES)	**Children's Social Work Services** **T: 01225 396312 or 01225 396313** Mon-Thurs 8:30am to 5pm, Friday 08:30-4:30pm **E: ChildCare_Duty@bathnes.gov.uk** **W**:Report a concern about a child | Bath and North East Somerset Council (bathnes.gov.uk)	
Somerset	**Somerset Safeguarding Children Partnership** **Family Front Door Consultation Line : 0300 123 3078** **Children Social Care: 0300 123 2224** **Email: chilrens@somerset.gov.uk**	**Emergency Duty Team: 0300 123 23 27**
Plymouth	**Children's Social Care: 01752 668000** **MASH Consultation Line: 01752 304339**	**Emergency Duty Team 01752 66800**
Northants	**MASH: 0300 126 7000** **Email: NSCP@NorthNirthants.gov.uk**	**Emergency Duty Team: 0300 126**

		7000
Gloucestershire	**GSCP Safeguarding Support Unit: 01452 583 629** **MASH: 01452 42 6565, email: childrenshelpdesk@gloucestershire.gov.uk** **out of hours number:**	**Emergency Duty Team: 01452 61 4194 or 101**

Appendix C - Dealing with a disclosure of abuse, neglect, or exploitation.

When a child tells me about abuse, neglect or exploitation they have suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use ‘Tell Me, Explain to me, Describe to me’ (TED) questioning.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- The 5 ‘R’s are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer - Record

Appendix D - Types of abuse and neglect

Abuse and neglect are defined as the maltreatment of a child whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

Elmtree Learning Partnership staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploitation.
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children, however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion

from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix E Specific actions to take on topical safeguarding issues

General or national guidance will not be included here. A summary of specific duties are in Keeping Children Safe in Education Annex B and access to local guidance can be found in Appendix A of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, **Elmtree Learning Partnership** may need to make a referral to

children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with section 2.2 Information Sharing.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Harm Outside the Home (HOtH) – including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, online harm, modern slavery, child on child abuse.

Elmtree Learning Partnership will ensure that early help intervention is provided as soon as a concern of HOtH is identified. Consultation and advice will be sought from Local Authority and targeted services to consider the appropriate support available. The child and their families will be part of any planning and interventions..

- If there is intelligence or information which indicates that the child or group of children are at risk of or involved in criminality, **Elmtreee Learning Partnership** will share information with the police via 101 or online via Avon and Somerset Police's online reporting form: https://www.avonandsomerset.police.uk/forms/vul This information will support proactive activity to disrupt criminal activity in relation to exploitation or harm outside the home more broadly.

Domestic Abuse

Operation Encompass is a national information sharing scheme where education settings are notified when the police are called to an incident of domestic abuse. This scheme enables **Elmtree Learning Partnership** to take proactive action and make reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, professionals are **not permitted** to share information without first seeking consent from police in case this will put victims and children at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education).

Elmtree Learning Partnership will follow Bristol's Local Safeguarding Partnerships procedures when receiving and managing information through Operation Encompass. Our setting will promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support may be required.

Further information can be accessed through the Bristol City Council Safeguarding in Education Team webpages Operation Encompass

Female Genital Mutilation

Mandatory reporting duty: Click here for government guidance
This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. Are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. Observe physical signs which appear to show that an act of FGM has been carried out

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Travel:
National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.
- The setting will complete an FGM Referral Risk assessment (available on the Keeping Bristol Safe Partnership website) with the family to identify any support that the family may require in relation to FGM.
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.
- These assessments should be saved onto the child's Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Online Safety

- **Annex D of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.**
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, the school settings should alert - **Child Exploitation and Online Protection command (CEOP)**

Mental health – linked to section within main body of this policy

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of **Offensive Weapons in Education Settings Guidance for Education Settings**

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It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found Safer Options should be called for a multi-disciplinary assessment of risk. A Safer Connections Advisor will determine whether the young person meets the criteria for the 'Weapons in Schools Pathway' and coordinate the response with the Police and Youth Justice Service. If the criteria for a Weapons in School intervention is not met (in situations where there is evidence of threat or direct harm), a Safer Connections Advisor will support the school to take the appropriate measures for reporting and mitigating ongoing risk.
- Whilst it is acknowledged that the decision to exclude remains with the Head Teacher/Principal it is recommended that consultation with the Safer Options Team is made so as not to further put the child at further risk of harm if they are excluded.
- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.

- Police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent students unnecessarily getting a criminal record.

Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

The setting will support learners who are young carers to appropriate support

The Carers Support Centre can undertake an assessment of need and provide bespoke support. For further information and to make a referral visit the Carers Support Centre website.

Children from Forced Migration

Children with a forced migration background may be more vulnerable to criminal or sexual exploitation or may have been trafficked. It is important that staff understand what signs to look out for, and understand the National Referral Mechanism procedures.

There are other specific safeguarding issues relating to this group for example adultification, age assessments, No Recourse to Public Funds, and coming from countries where practices such as underage or forced marriage or FGM may be more prevalent.

The setting will support staff to develop and embed a proactive whole school anti-racist approach and adopt a trauma informed approach when supporting these children and their families.

There are a range of specialist support services available in the city that can be accessed for further information visit the Resources for Refugees and Asylum Seekers in Bristol - Bristol City of Sanctuary web pages